

MANUAL FOR SUSTAINABLE PROJECT RESULTS

NAVI MIG PROJECT

2021-1-ES01-KA220-ADU-000035306



Co-funded by
the European Union



CONTENT

PR1.MOBILE APPLICATION NAVI MIG “ A ROADMAP FOR MIGRANTS IN EUROPE”	3
PR2 MENTORING PROGRAM FOR MIGRANT INCLUSION	12
PR3: DIGITAL TRAINING PROGRAM FOR LABOR MARKET INTEGRATION	19
PR4. NAVI MIG DIGITAL INCLUSION PLATFORM.....	25



PR1. MOBILE APPLICATION NAVI MIG “A ROADMAP FOR MIGRANTS IN EUROPE”

WHAT PROCESS WAS FOLLOWED TO DEVELOP THE APPLICATION?

NAVI-MIG app is a secure mobile application intended for migrants who have just moved to a new country. The technical build of the app was developed by Learning for Integration ry, Finland, with support of AIS, and the content was developed in cooperation with all the project partners.

In the first step, LFI designed the technical framework for the application in the beginning of the project taking into account the needs of the target group. The app is built on iOS and Android platforms with a backend to control the content of the application. The app will work on major iOS and Android devices and is build using Swift in iOS and Kotlin in Android.

The technical framework of the application and the research results were presented in stakeholder feedback session 1 to make sure the application and information served the needs of the target group. The stakeholders provided feedback on the categories and subcategories selected, as well as the overall structure of the app. Some subcategories were added based on the feedback but the structure remained mainly the same.

In the second step, after validating the structure and subcategories, the content of the app was planned together with all project partners. All partners contributed to collecting existing (essential) services, useful information for migrants and integration programs from their own countries and cities to include in the application. This is explained in more detail in the next section.



In the third step, after collecting all the information, LFI uploaded the content into the application and produced a first English-language version of the app that was validated by the other partners first by internal testing. After the English-language app was ready, an online training for using the application was held with all partners and stakeholders from all partner organisations. In the training, LFI explained in detail how to use the application.

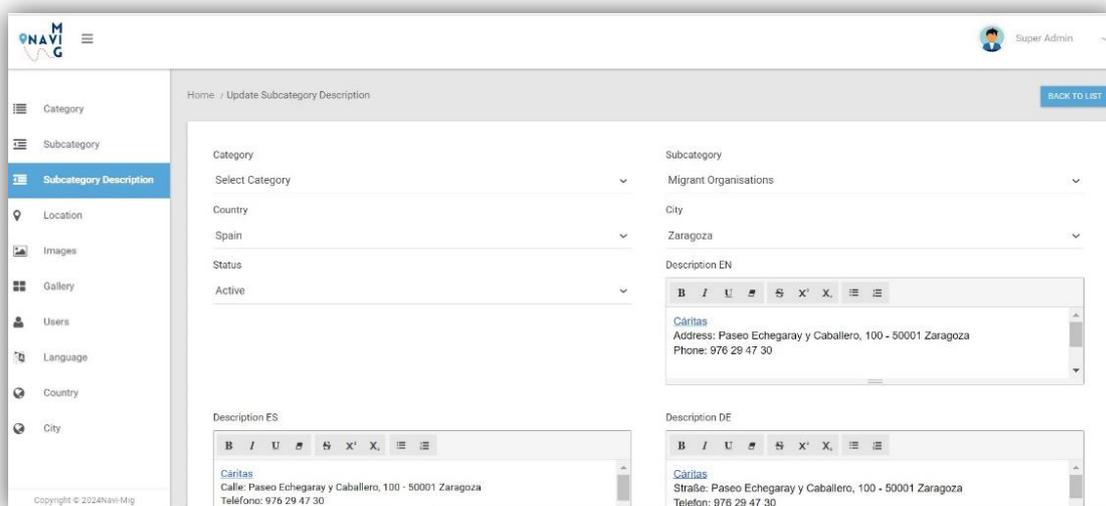
In the fourth step, the information was translated by all partners into their languages and the translations were entered into the app through the backend system. A piloting phase of 4 months was conducted by all partners and another stakeholder feedback meeting was held. The results of the piloting phase were positive, even though some small changes were suggested to the structure and the content of the app. After the piloting phase, feedback was taken into account and included in developing the final, improved version of the application (by LFI).

In the fifth step, the approved versions were uploaded onto Google Play and Apple Store, where they are freely downloadable.

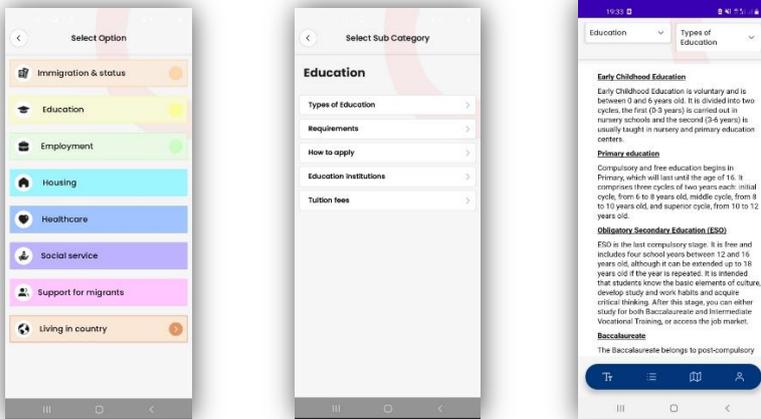
WHAT INFORMATION HAS BEEN COLLECTED AND HOW?

NAVI-MIG app integrates the content researched by partners, which includes information about essential services in each project country and city. This information is organised into eight categories: Immigration & Status, Education, Employment, Housing, Healthcare, Social services, Support for Migrants, and Everyday Life. Under the main Categories there are various subcategories with information from the partner countries. Each partner conducted an extensive, systematic research on national and local level to produce the collection of information and links under each Subcategory in the app.

The information was then entered in the backend of the app. Each partner was responsible for adding their own information, but LFI helped them with the data entry. The information was added in the backend under each Category, Subcategory, Country and City as shown in the example below.



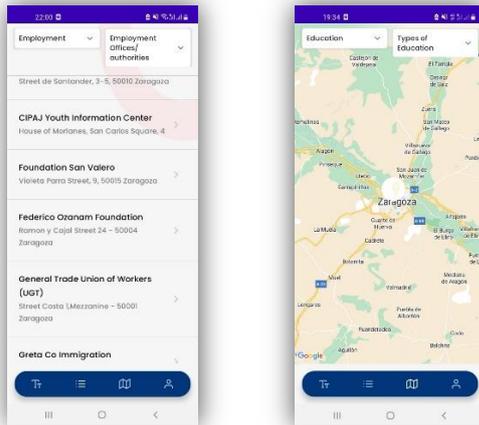
- On the app, this information is then visible under each Category and Subcategory respectively, as shown below.



- Each partner also collected lists of locations under each main Category, using Excel files, e.g. a list of health care centres, hospitals, education institutions, employment offices, migrant support organisations, including the contact details and addresses that would appear on the map available on the app. Below an example of an Excel file used to collect the location data.

location_name_en	location_name_es	location_name_de	location_name_fr	location_name_pt	location_name_el	location_name_et	location_name_nl	location_address_en	location_address_es	location_address_de	location_address_fr	location_address_pt	location_address_el	location_address_et	location_address_nl
Helinski employment services	Servicios de empleo e	Arbeitsverwaltung in	Helsingin työllisyyspa	Servizios de Empleo c	Υπηρεσίες απασχόλησης του	Eläviksi									
Helinski employment services	Servicios de empleo e	Arbeitsverwaltung in	Helsingin työllisyyspa	Servizios de Empleo c	Υπηρεσίες απασχόλησης του	Eläviksi									
Helinski employment services	Servicios de empleo e	Arbeitsverwaltung in	Helsingin työllisyyspa	Servizios de Empleo c	Υπηρεσίες απασχόλησης του	Eläviksi									
Helinski employment services	Servicios de empleo e	Arbeitsverwaltung in	Helsingin työllisyyspa	Servizios de Empleo c	Υπηρεσίες απασχόλησης του	Eläviksi									
Uusimaa TE office, Kampi	Oficina TE de Uusimaa	Uusimaa TE-Büro, Kam	Uudenmaan TE-toimisto	Gabinete Uusimaa TE,	Γραφείο Uusimaa TE,	Kampin									
Uusimaa TE office, Pasila	TE-office de Uusimaa	Uusimaa TE-Büro, Pasil	Uudenmaan TE-toimisto	Gabinete Uusimaa TE,	Γραφείο Uusimaa TE,	Pasila									
Uusimaa TE office, Leppävaara	Oficina TE de Uusimaa	Uusimaa TE-Büro, Lep	Uudenmaan TE-toimisto	Gabinete Uusimaa TE,	Γραφείο Uusimaa TE,	Leppävaara									
Uusimaa TE office, Vantaa	Oficina TE de Uusimaa	Büro Uusimaa TE, Van	Uudenmaan TE-toimisto	Gabinete Uusimaa TE,	Γραφείο Uusimaa TE,	Bövatn									
Ongelma Helsinki	Servicio de asistencia	Helioside Helsinki	Ongelma Helsinki	Ongelma Helsinki	Ongelma Eläviksi										
Helinski-info, International House Hel	Helinski-info, Internat	Helinski-Information, I	Helinski-info, Internat	Helinski-Info, Punkt	Eläviksi-κλροδοποιες, διεθνεις	Infō Eläviksi	ομοτιο εδμπροστιος								
Helinski-info	Helinski-info	Helinski-info	Helinski-info	Helinski-info	Eläviksi-κλροδοποιες										
Helinski-info, service point, Korttula	Helinski-info, punto de	Helinski-info, Bibliothe	Helinski-info, Korttula	Helinski-info, punto de	Eläviksi-κλροδοποιες, ομοτιο	εδμπροστιος, Βιβλιοθηκη	Korttula								
Helinski-info, service point, Kammeto	Helinski-info, punto de	Helinski-info, Servicio	Helinski-info, Kammeto	Helinski-info, punto de	Eläviksi-κλροδοποιες, ομοτιο	εδμπροστιος, Kammeto									
Helinski-info, service point, Malmi	Helinski-info, punto de	Helinski-info, Informa	Helinski-info, Malmi	Helinski-info, punto de	Eläviksi-κλροδοποιες, ομοτιο	εδμπροστιος, Βιβλιοθηκη	Malmi								
Helinski-info, service point, Helsinki	Helinski-info, Servicio	Helinski-info, Arbeit	Helinski-info, Työllisyys	Helinski-info, punto de	Eläviksi-κλροδοποιες, ομοτιο	εδμπροστιος, Υπηρεσι	Απασχόλησης του	Eläviksi							

These lists of locations related to the Categories were then entered into the app, and they are visible as a list and on the map functionality, as featured below.



All the information has been translated in all project languages. NAVI-MIG App is available in all partner languages: English, Spanish, Finnish, German, Portuguese, Greek and Dutch.

In order to use the NAVI-MIG app, you need to download it on your mobile device from the app stores. Here are the links to download:

- <https://apps.apple.com/us/app/navi-mig-app/id6447061238>
- <https://play.google.com/store/apps/details?id=com.navimig>

WHAT SUGGESTIONS AND IMPROVEMENTS HAVE BEEN DETECTED BY PARTNERS, PILOT USERS, STAKEHOLDERS AND HAVE THEY BEEN IMPLEMENTED?

In the first feedback round, the technical framework of the application and the Categories and Subcategories were presented in a stakeholder feedback session to make sure the application structure and scope served the needs of the target group. There were some suggested changes to the Subcategories in this round, but mainly the feedback was positive and validated the structure.

Then the content of the app was developed, entered into the app and then tested internally by the partners. There were some issues with missing information and many small corrections to the content were made in the internal testing phase.

After the app was fully developed, a piloting phase of 4 months was conducted by all partners, preceded by an online training given to the participants of the piloting phase on how to use the application. All partners had access to the content of the app and were able to correct any information that their stakeholders found incorrect. There were some small corrections in the piloting phase made by the partners themselves, regarding local information that was incorrect or missing. In terms of the structure of the app, a back-button was requested to be added to make the app more user-friendly.

In this phase, the translations were made and entered in the backend of the app. The translation phase was the most time-consuming phase, as all information for all countries was translated into all the partner

languages. In this phase, the pilot testers provided many comments on missing information and small errors in the translations, and these were corrected. There were also problems with translating the names of the Categories and Subcategories and these were corrected in the final version of the app.

After the piloting phase and fine-tuning the translations, the approved versions of the apps were published in iOS and Android and uploaded onto Google Play and Apple Store, where they are freely downloadable.

WHAT IS THE PROCESS THAT AN NGO, ORGANIZATION OR CITY COUNCIL MUST FOLLOW TO INCORPORATE NEW CITIES, LANGUAGES, COUNTRIES, INFORMATION, ETC.?

The Navi-Mig app is an open resource and any stakeholder wishing to edit the existing information, add new information or add a new city, country or a new language on the app can do so at the backend portal of the app. Below you can find the guidelines for adding new information.

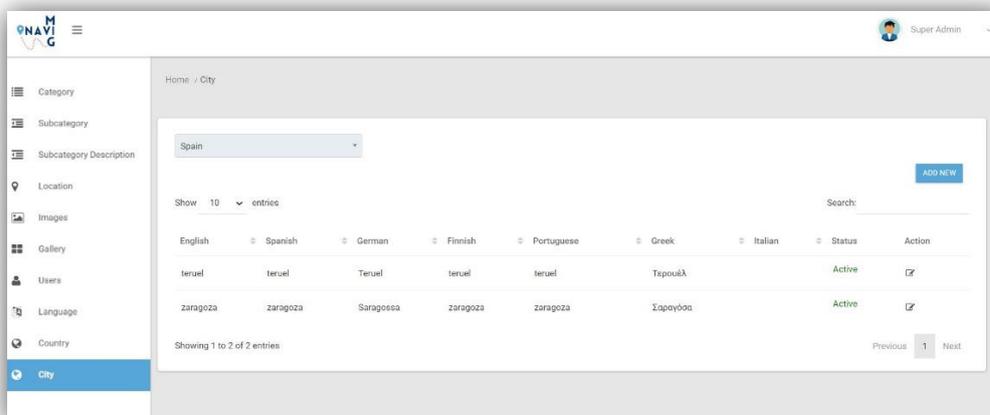
ADDING NEW CITIES, COUNTRIES OR LANGUAGES

1. Log in at the web address below and the admin credentials with this link:

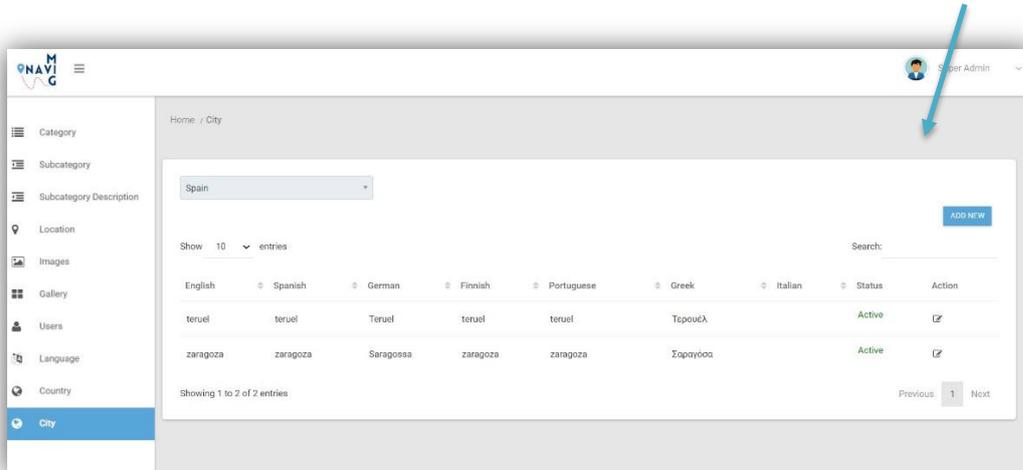
- URL: <https://navimig.lfi.fi/admin>
- Email: admin@nmig.com
- Password: 123456

2. In the menu on the left hand side, go directly to "City", "Country" or "Language", depending on which one you wish to add.

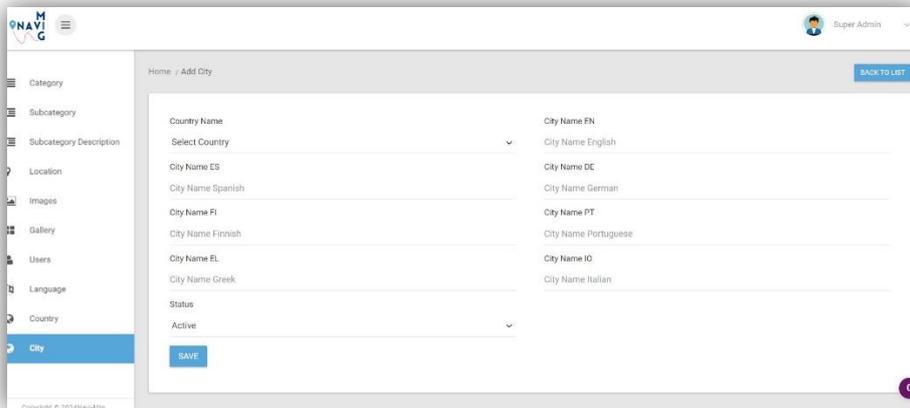
3. For example, when you wish to add a new City, go to **City** and filter by **Country**:



4. Press the "Add new" button.



5. Add the name of the new City in all the languages. Remember to press **SAVE!**



6). Add content to the new city as explained in the next section.

Follow the same procedure for adding a new Country or a new Language.

ADDING NEW CONTENT

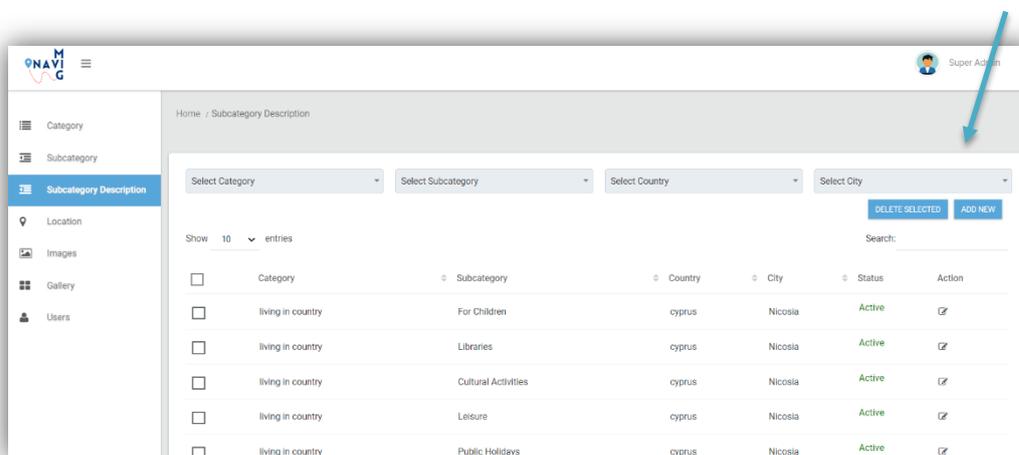
All organisations who wish to update or add information to the app can do so by following the instructions:

1. Log in at the web address below and the admin credentials with this link:

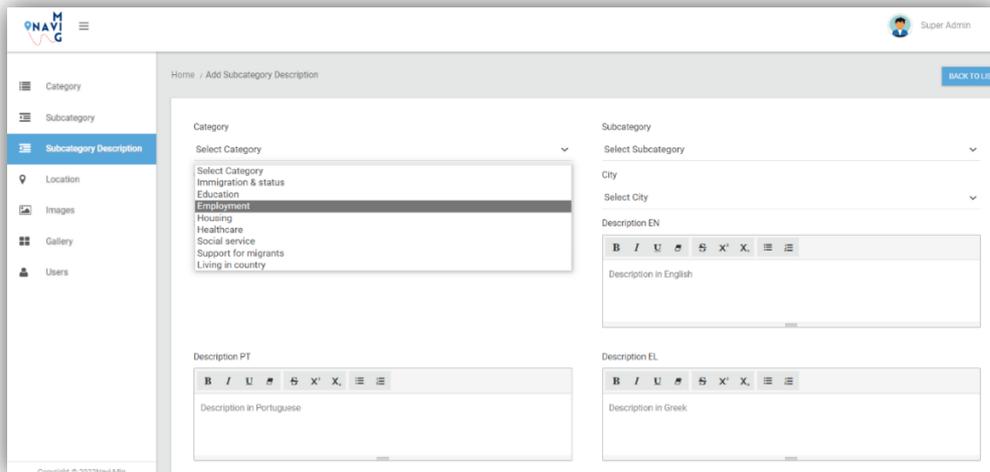
- URL: <https://navimig.lfi.fi/admin>
- Email: admin@nmig.com
- Password: 123456

2. In the menu on the left hand side, go directly to "Subcategory Description".

3. Press the "Add new" button.



4. Select the appropriate **Category**, **Subcategory**, then your **Country** and your **City**. (Status can remain **Active**). Insert your content in English or choose the language.

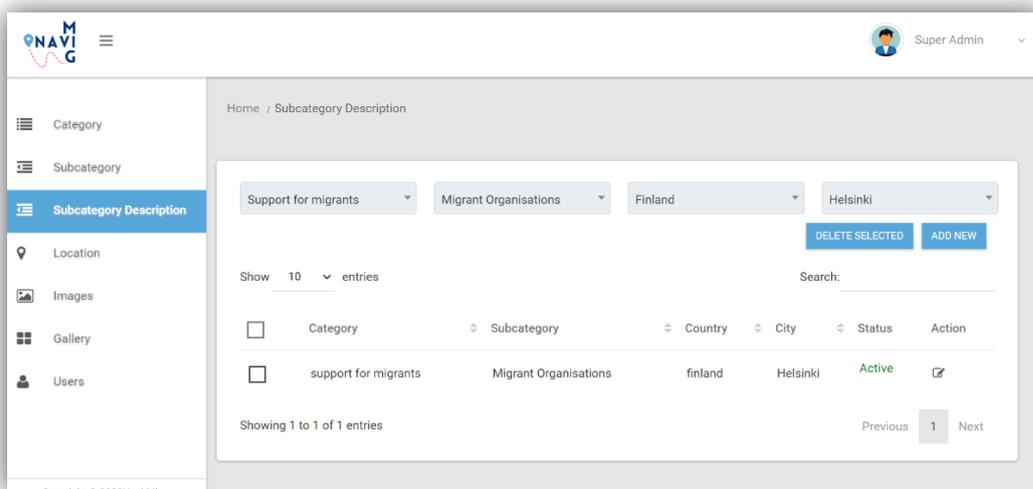


5. Do not forget to press **"SAVE"** at the bottom of the page.

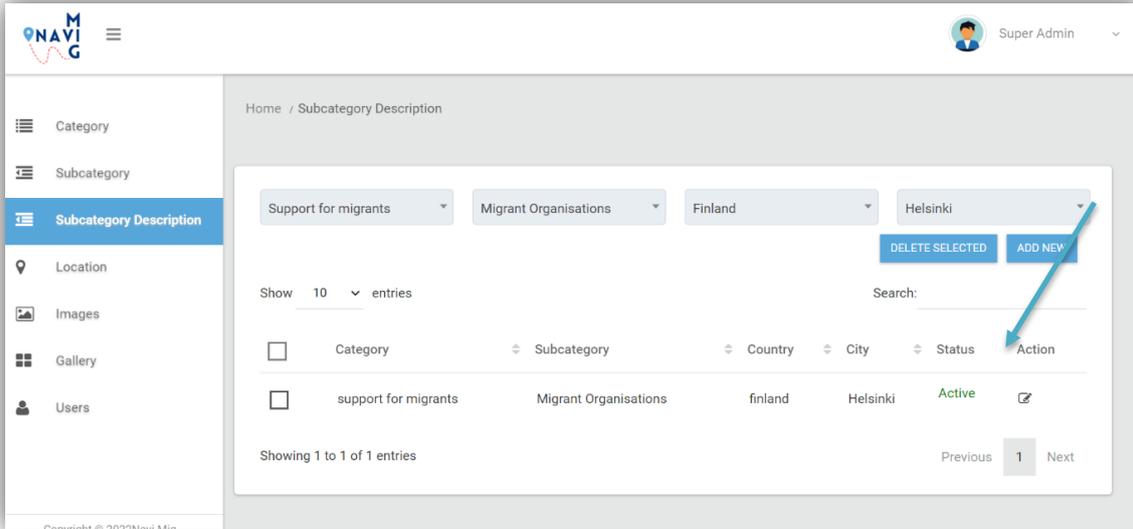
ADDING NEW TRANSLATIONS

YOU CAN UPDATE THE TRANSLATIONS ANYTIME IN THE BACKEND AS FOLLOWS:

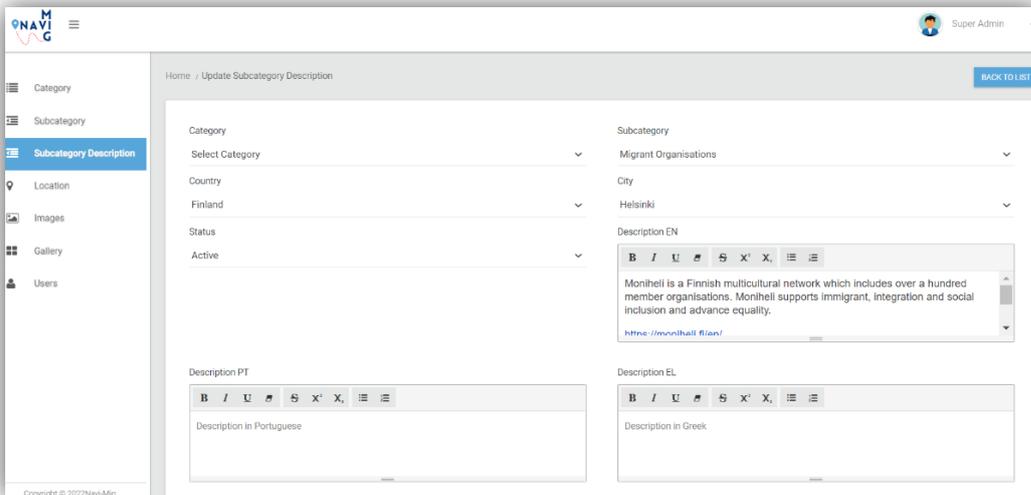
1. Go directly to "Subcategory Description"
2. Select "Category" and "Subcategory" and "Country" and "City" at the top menu.



3. Click on the "Edit" sign in the last column under "Action".



4. Add your translation in the appropriate field.



5. Remember to press "UPDATE".

You have to repeat this action each time you add new content or translation.

PR2. MENTORING PROGRAM FOR MIGRANT INCLUSION.

SUPPORTING MIGRANTS NAVIGATE ESSENTIAL SERVICES AND LABOUR MARKET INTEGRATION

COLLECTION OF TOOLS

The Mentoring Program within the NAVI-MIG project, spearheaded by the Square Dot Team, exemplified a comprehensive and collaborative initiative aimed at addressing the multifaceted challenges faced by newly arrived migrants. This endeavor was rooted in a systematic approach that traversed various stages, from the initial needs analysis to the implementation and evaluation of mentorship.

Throughout the implementation process, the following steps were followed:

In designing the program outline, we conducted a thorough assessment of the expertise within each partner, associated partner, and network. This entailed identifying key areas of need and potential challenges encountered by newly arrived migrants. Subsequently, clear objectives and outcomes for the mentoring program were defined to provide guidance for implementation.

The main objectives were thus delineated and defined as follows: to bridge the gap between existing information accessible to migrants and the individual support needed that cannot be met by information alone; during the mentoring program, newly arrived migrants will be able to address their individual needs with experts from different fields from the consortium and associated partners; to support migrants in their economic and social integration, increase their self-confidence in navigating life in their new resident country, and feel more at ease.

We collaborated with partners to develop a comprehensive questionnaire tailored to the needs of interested migrants. This included ensuring that the questionnaire addressed a wide range of topics, such as language proficiency, employment status, cultural adaptation, and personal goals. Feedback from stakeholders was incorporated to refine and optimize the questionnaire for effectiveness. The questionnaire to assess the needs of migrants for the NaviMig project was developed taking into consideration mainly the target audience and their background, both cultural and linguistic, in order to develop a simple and easy to understand questionnaire to fill in.

The questions within Discover your skills and careers (DYSAC) were developed to help the young migrants filling up the questionnaire understanding themselves and working out what careers they may enjoy working in. They could use this information to explore careers that interest them in more detail. We selected questions that would be easily understandable about respondents' social interests and usual behaviours, that would direct them into an specific working area of interest. In the second section we decided to offer the

respondents being able to select at least 3 areas that they would like to receive mentoring by an expert of the NAVI-MIG project.

The questions included in the questionnaire required the participants to answer based on their agreement to some affirmations related to their social and laboral behaviour. The complete form can be found in Annex I of this document.

Following this, we have compiled a comprehensive set of tools and resources to support mentorship efforts in language learning, skills development, cultural immersion, and networking. These tools were reviewed to ensure their relevance and suitability for our mentorship program:

LANGUAGE LEARNING:

1. Duolingo

- Website: <https://www.duolingo.com/>
- Description: A popular language learning app employing a gamified approach, offering courses in various languages.

2. EU Skills Profile Tool for Third Country Nationals

- Website: <https://ec.europa.eu/migrantskills/#/>
- Description: Multilingual tool assisting organizations aiding Third Country Nationals in mapping their skills, qualifications, and work experiences.

SKILL DEVELOPMENT:

1. Coursera

- Website: <https://www.coursera.org/>
- Description: Provides free courses across multiple subjects, including languages and vocational training.

2. Google Activate

- Website: <https://grow.google/intl/es/courses-and-tools/>
- Description: Offers extensive training content to boost business or career, with the option to select specific modules or complete courses.

3. Knowunity

- Website: <https://knowunity.co.uk/>
- Description: Simplifies everyday school life, increasing knowledge to access the job market.

4. Mind Tools

- Website: <https://www.mindtools.com/>
- Description: Offers over 2,500 resources to develop personal, well-being, and career skills, including tests and tools.

CULTURAL IMMERSION:

1. Include

- Website: https://enquiries.inclusion-program.com.au/incluude/?utm_campaign=ca_cta_topnav&utm_content=topnav&utm_medium=website&utm_source=cultural_atlas
- Description: Provides a repository of trusted information on religions and cultures, fostering diversity understanding and inclusivity within organizations.

2. TED Talks

- Website: <https://www.ted.com/>
- Description: Short, engaging presentations covering a wide range of topics including language learning and culture.

NETWORKING:

1. Indeed

- Website: <https://es.indeed.com/>
- Description: Allows searching millions of jobs online, providing tools for job search, CVs, and company reviews.

2. Domestika

- Website: <https://www.domestika.org/>
- Description: Offers free and paid multi-skill courses, sharing knowledge through professionally produced online courses.

3. Flipgrid

- Website: <https://info.flip.com/>
- Description: A free app from Microsoft enabling educators to create safe online groups for students to express ideas through short video, text, and audio messages.

4. Eurofound

- Website: <https://www.eurofound.europa.eu/data>
- Description: Provides research and analysis on working conditions, industrial relations, and employment across Europe.

MENTORING RESOURCES AND PLATFORMS:

1. MentorcliQ

- Website: <https://www.mentorcliq.com/>
- Description: Comprehensive mentoring platform offering mentoring software, resources, and training programs.

2. National Mentoring Resource Center

- Website: <https://nationalmentoringresourcecenter.org/>
- Description: Provides evidence-based resources and tools for mentoring programs and mentors, including mentor training and evaluation.

3. Mentoring Europe

- Website: <https://www.mentoringeurope.eu/>
- Description: Brings together mentoring practitioners, researchers, and policymakers, creating a community and sharing knowledge.

4. Mentoring Matters

- Website: <https://mentoring-matters.org/resources/downloadable-tools/>
- Description: Offers a list of downloadable resources for mentors, mentees, and supervisors to support and manage formal mentoring relationships.

5. Mentor Toolkit

- Website: <https://case.edu/provostscholars/sites/case.edu.provostscholars/files/2019-09/OSU%20Mentoring-mentor-toolkit-%20final-508.pdf>
- Description: Provides best practices, resources, and tips for mentors.

6. PushFar

- Website: <https://www.pushfar.com/>
- Description: GDPR-compliant EU-hosted mentoring platform with a wide range of functionalities.

7. Quenza

- Website: <https://quenza.com/>
- Description: Offers a mentoring toolkit with customizable exercises, worksheets, and activity templates.

8. Peopleforc

- Website: https://peopleforce.io/products/peopleperform/?utm_source=capterra&utm_medium=cpc&utm_campaign=performance_management_category
- Description: A skills assessment tool for providing feedback and tracking progress.

9. Nudge

- Website: <https://nudgecoach.com/>

- Description: Provides a messaging system, action reminders, goal setting/tracking, and progress monitoring for mentors and mentees.

10. PlayDecide

- Website: <https://playdecide.eu/>
- Description: A card game encouraging discussion on labor and employment issues in Europe.

11. Together

- Website: <https://www.togetherplatform.com/>
- Description: A mentoring tool for managing mentor and mentee registration, matching, goal setting, and surveying mentees.

12. Triec Mentoring Partnership

- Website: <https://www.mentoringpartnership.ca/>
- Description: Aimed at immigrants, offers mentoring tools. Recruitment efforts utilized partner networks and outreach strategies, involving the creation of promotional materials and communications to spread program information. Collaboration with community organizations, NGOs, and migrant support networks was vital in reaching potential participants.

Regarding participant selection, a rigorous process was implemented to match participants with suitable mentors based on their individual needs and preferences. Pre-assessment questionnaires were reviewed to identify specific areas of need and expertise, and further assessments were conducted to establish compatibility and rapport between mentors and mentees.

An introductory meeting between mentors and mentees was crucial for establishing rapport and defining expectations. This included discussions on goals, objectives, and anticipated outcomes of the mentoring relationship, as well as determining the duration of mentoring sessions.

During the active mentoring phase, tailored strategies were employed to address the individual needs and goals of mentees. Ongoing guidance and support were provided to help mentees navigate challenges and achieve their objectives, with progress monitored and adjustments made to ensure effectiveness and relevance.

Regular virtual meetings were facilitated between mentors to exchange experiences, share best practices, and address challenges. A supportive environment was fostered for mentors to collaborate and learn from each other's experiences, with open communication and feedback encouraged to enhance the quality of interactions.

Finally, best practices reports were generated to document the outcomes and impact of the mentoring program. These reports served to distill key learnings, challenges, and successes observed throughout the program, providing valuable insights for future initiatives.

Drawing from the experiences and feedback provided by various mentoring sessions under the Navi Mig Project, here's a step-by-step guide on how to conduct a mentorship program for migrants:

1. Needs assessment and program design:

- Conduct a comprehensive needs assessment to understand the specific challenges and requirements of migrants in the target community.
- Design the mentorship program based on the identified needs, ensuring it addresses language barriers, cultural differences, employment integration, and socio-emotional support.

2. Recruitment and training of mentors:

- Recruit mentors who possess relevant expertise, cultural sensitivity, and a willingness to support migrants in their integration journey.
- Provide thorough training to mentors on effective communication, cultural competence, mentoring techniques, and understanding the unique needs of migrants.

3. Participant selection and matching:

- Collaborate with stakeholders, NGOs, and relevant organizations to identify and select migrants who would benefit most from the mentorship program.
- Match mentors and mentees based on compatibility, shared interests, and specific needs to ensure a productive and supportive mentoring relationship.

4. Session planning and Preparation:

- Develop a structured plan for mentoring sessions, outlining objectives, topics to be covered, and desired outcomes.
- Provide mentors and mentees with preparatory materials and resources to facilitate meaningful discussions and goal setting.

5. Execution of mentoring sessions:

- Conduct mentoring sessions regularly, ensuring consistency and commitment from both mentors and mentees.
- Foster an open and supportive environment where mentees feel comfortable sharing their experiences, challenges, and aspirations.
- Encourage active participation and engagement from both parties, promoting dialogue, reflection, and mutual learning.

6. Monitoring and Support:

- Regularly monitor the progress of mentoring relationships and provide ongoing support and guidance to mentors and mentees as needed.
- Address any challenges or obstacles encountered during mentoring sessions promptly, offering solutions and resources to overcome them.

7. Evaluation and feedback:

- Collect feedback from mentors and mentees periodically to assess the effectiveness of the mentorship program.
- Use feedback to identify areas for improvement and make necessary adjustments to enhance the program's impact and relevance.

8. Follow-up and continued support:

- Establish mechanisms for follow-up sessions or continued support beyond the initial mentoring period to ensure sustained progress and integration for migrants.

MAIN ASPECTS TO TAKE INTO ACCOUNT:

- **Cultural sensitivit:**
Acknowledge and respect the cultural backgrounds and beliefs of both mentors and mentees.
- **Language accessibility:**
Ensure language barriers are addressed through translation services or language mediators.
- **Tailored support:**
Provide personalized guidance and support to address the specific needs and goals of each mentee.
- **Collaboration:**
Foster collaboration with stakeholders, NGOs, and local organizations to maximize resources and support for migrants.

DEALING WITH OBSTACLES:

- Address challenges such as language barriers, time constraints, and cultural differences through proactive communication and adaptation of mentoring approaches.
- Provide additional training or resources to mentors to equip them with the skills and knowledge needed to overcome obstacles effectively.
- Seek feedback from mentors and mentees regularly to identify and address emerging obstacles in a timely manner.

In essence, this document aims to serve as a guide inspired by the mentoring initiatives of the NAVI-MIG project. It provides a comprehensive overview of the journey undertaken by the Navi Mig project to implement mentoring programs for newly arrived migrants, along with practical guidelines derived from our experiences. The goal is to assist organizations and stakeholders in replicating similar mentoring programs. Drawing from the successes and challenges of NAVI-MIG, this guide enables others to embark on effective mentoring paths tailored to the unique needs of migrants.

PR3. DIGITAL TRAINING PROGRAM FOR LABOR MARKET INTEGRATION

WHAT HAS BEEN THE PROCESS FOLLOWED TO DEVELOP THE TRAINING MODULES?

The digital training program for labor market integration aims, therefore, to support migrants in getting their educational and professional skills validated or recognized and receive adequate training to enter the local labor market.

Rightchallenge was the partner responsible for Project Result 3 - Digital Training Programme for labor market integration. The process followed to develop the training modules involved several key steps.

PROCESS:

Firstly, the following modules have been proposed:

- Module 1: European labor market standards and skills recognition
- Module 2: Identifying skills; Module 3: Skills development
- Module 4: Identifying opportunities
- Module 5: Job search training
- Module 6: Application training
- Module 7: Alternative pathways

The content of the **first module** consisted of Existing labor market integration policies for migrants in the EU; The future of work in the EU: skills and jobs in demand; Skills and education recognition to practice specialised professions (e.g.: if they practiced a specialised profession in their country (lawyer, doctor, etc.), what do they need to do to be able to legally practice it in the host country); The European labor market: wages, employment rates, working time, etc.; European labor law.

The content of the **second module** was about Importance of being aware of own skills (e.g.: to find a more appropriate and fulfilling job); Self-assessment, self-awareness, and self-confidence for successful labor market integration; How to identify own skills (both soft and hard skills); Identifying transversal skills and how they can be transferred to different jobs and contexts; Techniques to identify skills (e.g.: SWOT analysis).

For the **third module**, it was proposed to talk about Types of skills and their relevance in the labor market (e.g.: digital skills, intercultural skills, lifelong learning skills, etc.); How to develop each type of skill; Upskilling, lifelong learning, and reducing skills gaps; Existing opportunities for certified skills development in the EU.

The **Opportunity identification** was about Identifying suitable job opportunities and markets; Evaluating the prospects of employment opportunities; Matching skills and education with job opportunities.

The **fifth module**: Job search networks; Skills for networking; Specific opportunities for migrants; How to interpret a job description correctly.

In **module 6** we set out to talk about How to elaborate a CV; CV writing techniques; Planning for a job interview.

Finally, in **module 7** was about Becoming a freelancer: legislation, where and how to find work; Starting own business in an EU member state; Governmental and EU supports for creating a business.

These modules served as the framework for the curriculum development. Throughout the development process, the curriculum was structured into small, modular learning units to optimize accessibility, particularly through smartphones.

A structure format was proposed consisting of various components.

An introductory video providing an overview of the topic. A video guideline was provided, detailing instructions for video structure and technical requirements. Each video had a maximum duration of three minutes. Additionally, a video script was provided with instructions for the introduction, module summary, and conclusion, including suggested wording. Written articles that explore the topic in greater depth considering the target audience and the language accordingly. Learning activities designed to reinforce and apply the acquired knowledge. Supporting resources, including external materials, additional readings, and videos, aimed at enhancing understanding and providing further context.

After this, there was a work division between all the partners.

The work was divided among partners as follows: all partners shared responsibilities such as providing feedback on the curriculum and learning units, creating materials for their assigned units, handling translations, conducting stakeholder testing, and making final revisions.

The task of developing the curriculum and learning units was primarily carried out by Right Challenge and The Square Dot Team, who collaborated to ensure the efficient creation and delivery of educational content.

The modules were then distributed to each partner. Module 1 was distributed to Rightchallenge, Module 2 to GrantXpert, Module 3 to Cámara de Comercio de Teruel, Module 4 to Innovation hive, Module 5 to GEINNOVA, Module 6 to Square Dot Team and Module 7 to Learning for integration and Austrian Association of Inclusive Society.

- The research days were distributed as follows:

RCA - 70 researcher days, SDT - 50 researcher days, INNO HIVE – 30 researcher days, GEINNOVA - 30 researcher days, GRANTEXPERT - 30 researcher days, CÁMARA DE COMERCIO DE TERUEL - 28 researcher days, LFI - 15 researcher days, AIS – 15 researcher days , Cuiablue - 25 researcher days.

Each module adhered to a structured organizational format, encompassing the following components:

- Title of the Learning Unit
- Image
- Image source
- Short description about the module (maximum 150 words)
- Learning outcomes: knowledge, skills, and attitude.
- Articles (up to four)

To compile the articles, the partners carried out intensive research, accessing literature on the subject, statistical data, studies already published, websites, YouTube videos, etc.

- Learning Activities:
 1. Title
 2. Objective of the activity
 3. Time required
 4. Materials needed
 5. Steps to complete the task

The design and conception of the learning activities were also based on research. The partners researched appropriate actions and activities to be implemented according to the themes of the modules. They developed a variety of activities, such as true-or-false activities, multiple-choice games, online research, quizzes, etc.

- Additional resources/Further reading, comprising titles and links to relevant materials.

This structured approach ensured consistency and coherence throughout the modules, enhancing the effectiveness of the training program.

- Example:

Title of the Learning Unit	European labour market standards & skill recognition
Cover Image	
Source for Image	Photo by Guillaume Périgois on Unsplash

2. WHAT TYPES OF MATERIALS DOES THE TRAINING INCLUDE?

The training program includes videos presenting/summarizing the topic of each learning unit, written articles, learning activities and supporting resources such as external resources, additional reading, videos, etc.

- **Videos:**

Each learning unit is accompanied by informative videos that either present or summarize the topic under discussion. These videos serve as visual aids to enhance understanding and engagement.

- **Written Articles:**

Alongside the video content, written articles are provided to delve deeper into the subject matter. These articles offer detailed insights, explanations, and examples to reinforce learning objectives. All the articles have references.

- **Learning Activities:**

To promote active learning and practical application of knowledge, various learning activities are incorporated into the program. These activities challenge participants to apply theoretical concepts in real-world scenarios, fostering critical thinking and problem-solving skills.

Supporting Resources: Additional resources such as external links, recommended reading materials, and supplementary videos are made available to enrich the learning experience. These resources offer further exploration of related topics and provide learners with opportunities for self-directed study.

3. WHAT TOOLS HAVE BEEN USED TO CREATE THE DIFFERENT MODULE MATERIALS?

In the creation of the module materials, Canva emerged as the primary tool of choice. Canva's versatile features and user-friendly interface made it an ideal platform for producing a variety of educational resources, including videos and the handbook. Here's how Canva was utilized:

Video Production: Canva's video editing capabilities were harnessed to create engaging and informative videos for each learning unit. The platform's pre-designed templates, animation effects, and multimedia elements enabled the seamless integration of visuals, text, and audio to effectively convey key concepts.

Handbook Design: Canva's design tools were instrumental in crafting the handbook accompanying the training program. The platform offered a plethora of customizable templates and layouts, allowing for the creation of visually appealing and professionally designed documents. From formatting text to incorporating images and graphics, Canva facilitated the production of a comprehensive handbook that complemented the video content seamlessly.

By leveraging Canva's features and functionalities, the module materials were crafted with precision, ensuring consistency in presentation, and enhancing the overall learning experience for participants.

YouTube videos played a pivotal role in the training program, serving as an accessible and versatile medium for delivering educational content. All partners had to provide an email address to be added to the project's YouTube channel as editors. The request had to be sent to the Innovation Hive team and once the emails had been added as editors, they had access to the YouTube channel. All partners were provided with two videos explaining how to add subtitles to the videos.

- https://drive.google.com/drive/u/0/folders/1BGd4ZU9T_MQlkqerliDvqJMxTv58WdUI
- https://drive.google.com/drive/u/0/folders/1BGd4ZU9T_MQlkqerliDvqJMxTv58WdUI

HERE'S HOW YOUTUBE VIDEOS WERE UTILIZED:

- **Accessibility**

YouTube provides a widely accessible platform, allowing participants to access training materials from anywhere with an internet connection. This accessibility ensures that learners can engage with the content at their own pace and convenience, promoting inclusivity and flexibility in the learning process.

- **Engagement**

Video content on YouTube offers a dynamic and engaging learning experience. Visual and auditory elements capture learners' attention more effectively than text alone, increasing engagement and retention of key

concepts. By incorporating videos into the training program, participants are more likely to remain actively involved and invested in their learning journey.

- **Demonstration and Explanation**

YouTube videos were used to demonstrate complex concepts and provide detailed explanations of topics covered in the training program. Through visual aids, demonstrations, and real-world examples, videos enhance understanding and clarify abstract or difficult-to-grasp concepts, making learning more accessible and comprehensible for participants.

NOTE:

All the partners reviewed the content of all the modules and translations were made of the content answered in all the partners' languages. The videos have been subtitled by the members within the Youtube tool.

PR4. NAVI MIG DIGITAL INCLUSION PLATFORM

WHAT PROCESS WAS FOLLOWED TO DEVELOP THE PLATFORM?

Based on the research done, it has been identified the need for better integration of migrants into the labor market.

Therefore, the idea was to create a Digital Training Program that aims to support migrants in getting the necessary professional skills in order to be ready to enter the local labor market.

Geinnova designed an e-Learning Platform using Moodle and RISE.

The Platform RISE was used for creating a more interactive content, as well as for the website design improvement.

The Platform Moodle is the one that is actually available to users, and it contains learning materials.

NAVI-MIG team created a curriculum and it has been divided into modular and bite-sized learning units, as well as a handbook on how to navigate the e-Learning Platform.

Geinnova, therefore, uploaded the material created by all of the NAVI-MIG partners in PR3.

There are 7 modules, each one accompanied by a video and a PDF, representing an individual learning unit.

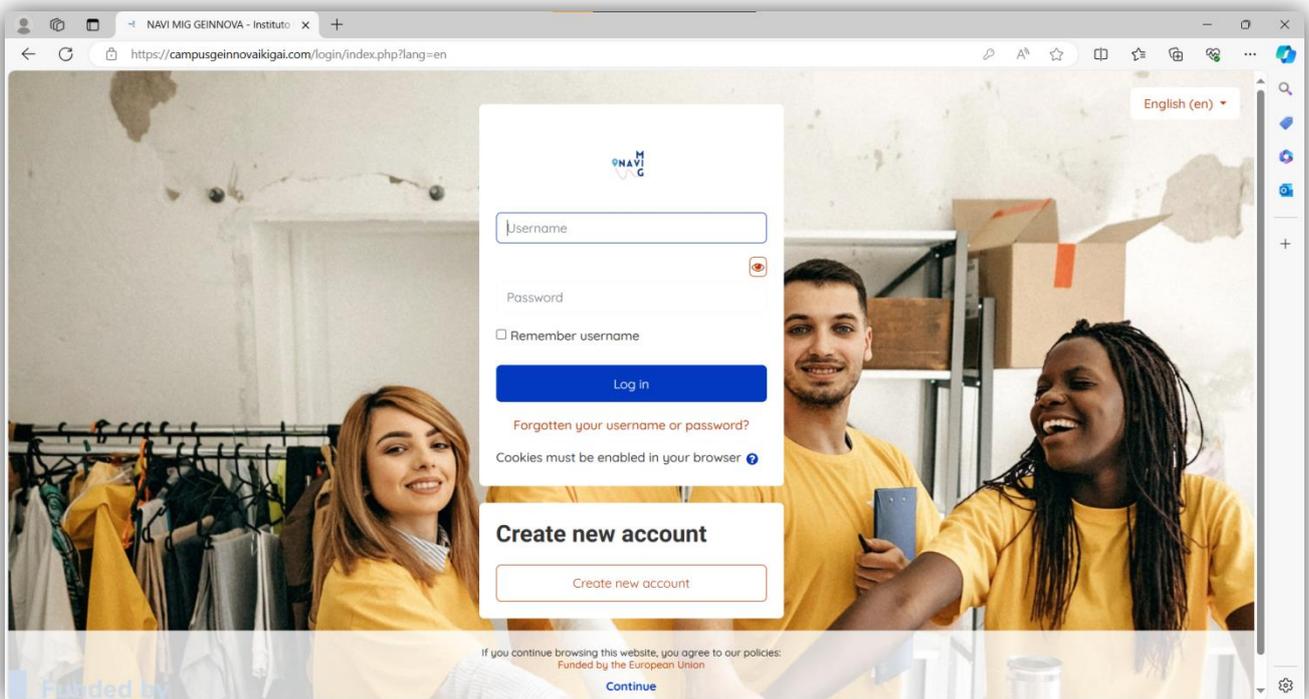
The Platform has been tested and it is regularly updated.

GUIDE TO USING MOODLE PLATFORM (USERS)

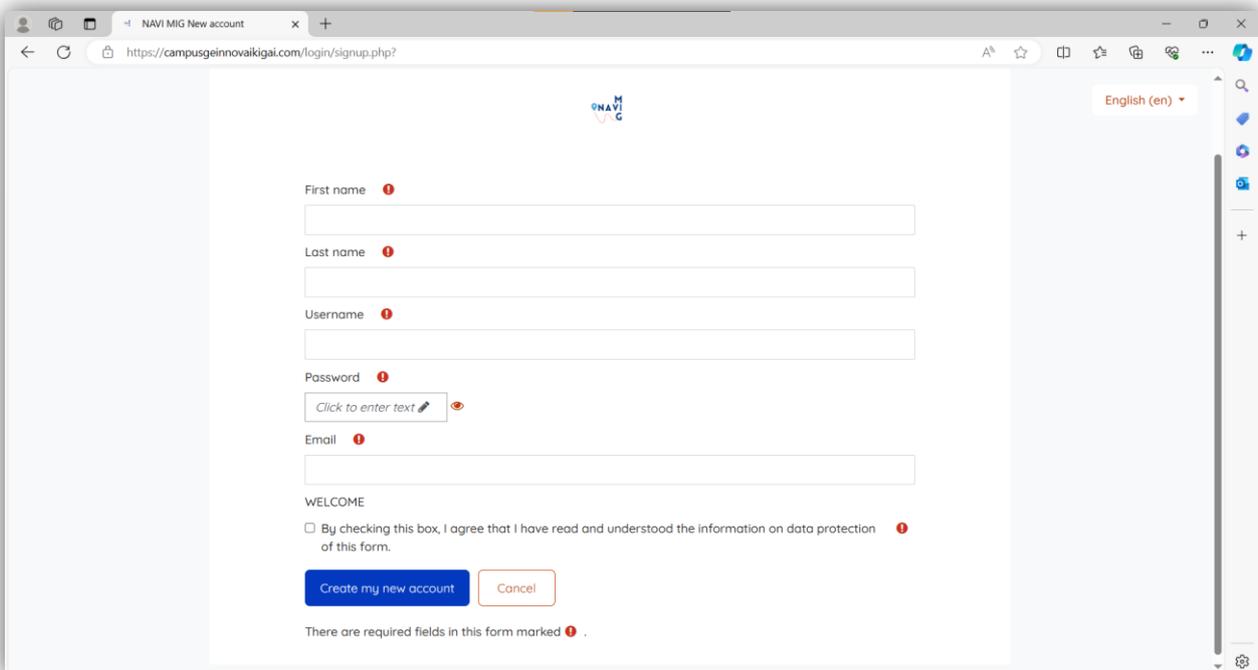
The following text provides detailed instructions on how to use Moodle features to maximize your learning and collaboration experience.

ACCESSING THE PLATFORM:

- Access the Moodle platform using the link provided by your institution or organization.
- In this case, the link that takes you directly to the NAVI-MIG Learning Platform is the following one:
- <https://campusgeinnovaikigai.com/login/index.php?c= navimig>



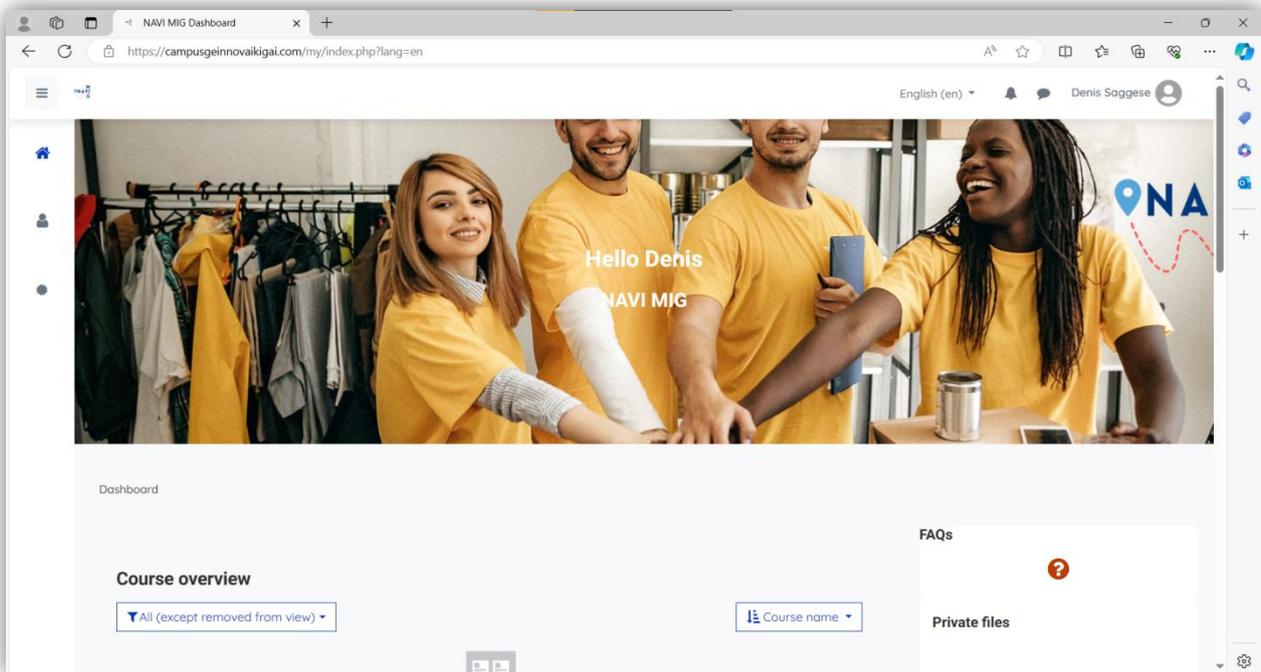
- In order to make your own account, go to “Create new account” and enter the login credentials.



- Click "Create my new account" to access your profile.

NAVIGATION:

- Upon logging in, you will be taken to the main page of your course.



- Use the navigation menu on the left to access different sections of the course, such as "Home," "Contents," "Activities," "Participants," etc.
- You can also use the search bar to quickly find specific content.

VIEWING CONTENT:

- Click on the "Contents" section to access course materials, such as lectures, documents, videos, etc.
- Click on the title of an activity or resource to view it.
- Use the navigation buttons to move between pages or modules of the course.

PARTICIPATING IN ACTIVITIES:

- Within the course, you will find various interactive activities, such as discussion forums, quizzes, assignments, etc.
- Click on the title of the activity to access it.
- Follow the provided instructions to participate in the specific activity.

COMMUNICATION AND COLLABORATION:

- Use the discussion forum to communicate with other participants and the instructor.

- Respond to existing threads or start new ones to initiate a discussion.
- Use Moodle's internal messaging system to communicate directly with other participants.

TRACKING PROGRESS:

- Use the "Bookmark" or "Progress" section to track your progress in the course.
- Regularly check for feedback from the instructor and evaluations of activities.

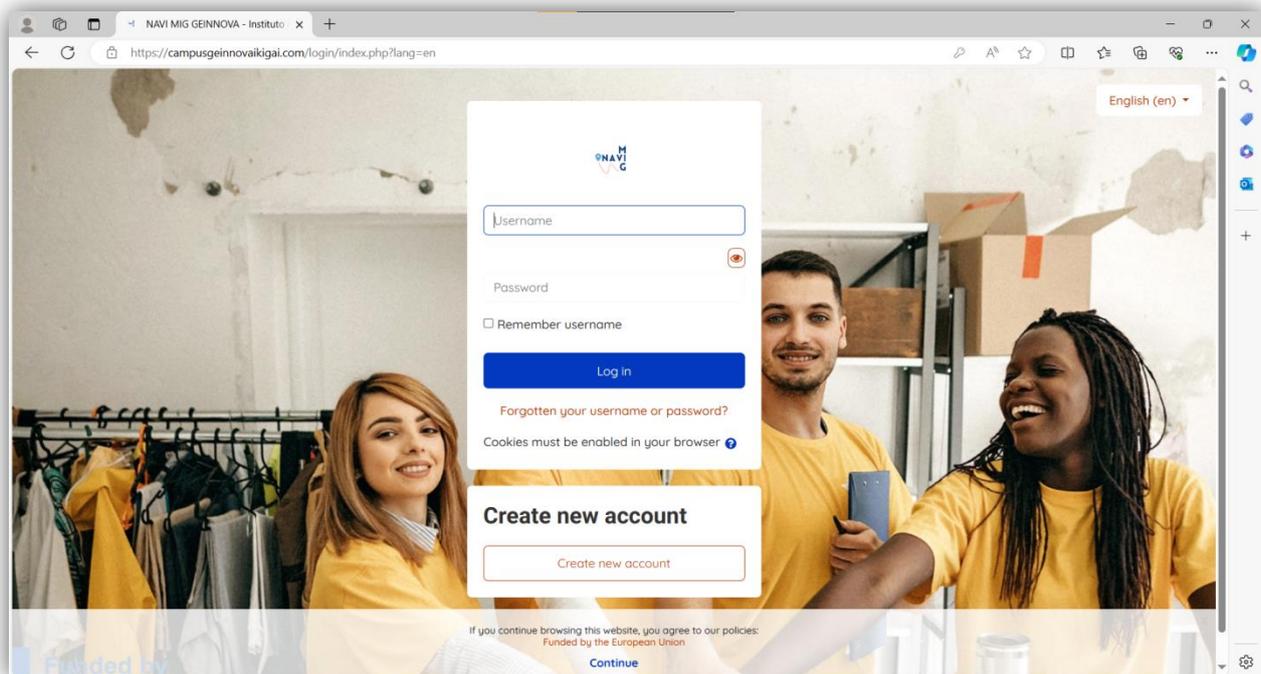
ENDING THE SESSION:

- Remember to always log out of the Moodle platform when you have finished your session.
- Click on your name in the top right corner and select "Logout" to log out of your account.

GUIDE TO USING MOODLE PLATFORM (NGO)

ACCESSING THE PLATFORM:

- Access the Moodle platform using the link below:
https://campusgeinnovaikigai.com/login/index.php?c=_navimig



- Each NGO has its own credentials, therefore based on which partner uses the Platform the following username and passwords need to be inserted:

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: GERMAN (based on which partner wants to login)
3. Username: INGE
4. Password: GERMAN2024

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: ENGLISH
3. Username: INEN
4. Password: ENGLISH2024

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: GREEK



3. Username: INGR
4. Password: GREEK2024
1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: SUOMI
3. Username: INSU
4. Password: SUOMI2024

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: NEDERLANDS
3. Username: INNE
4. Password: NEDERLANDS2024

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: PORTUGUES
3. Username: INPO
4. Password: PORTUGUES2024

1. First name: INSTITUTIONS-NGOs (all partners)
2. Last name: SPAIN
3. Username: IOES
4. Password: ESPANA2024

RISE 360 USER GUIDE

Rise 360 is an online authoring tool that allows you to create interactive, responsive, and engaging training courses. With Rise 360, you can easily create learning modules, lessons, and more using a wide range of predefined content blocks.

ACCESSING RISE 360:

- Log in to the Rise 360 website using your Articulate 360 account.
- Once logged in, select Rise 360 from the available applications menu.

CREATING A NEW COURSE:

- From the Rise 360 dashboard, click on "Create New Course" to start a new project.
- Choose the type of course you want to create: "Interactive Lessons," "Process," "Labeled Graphic," "Timeline," "Sorting Activity," "Flashcards," or "Knowledge Check."
- Give your course a title and start adding content using the available modules.

ADDING CONTENT:

- To add a new module, click on "Add Lesson" or the icon of the desired module in the left sidebar.
- Select the module and customize it with your content: text, images, videos, interactive blocks, quizzes, etc.
- Use the formatting menu to further customize the module, add sections, columns, layouts, and more.

CUSTOMIZING THE DESIGN:

- Click on "Settings" at the top of the editor to access design customization options.
- Modify the theme, colors, fonts, and navigation settings to tailor the course to your style and business requirements.
- Use the preview button to view the course and ensure the design meets your expectations.

PUBLISHING THE COURSE:

- Once your course is complete, click on "Export" in the top-right corner of the editor.
- Select the desired publishing type: Web, LMS (Learning Management System), or Articulate 360.
- Follow the instructions to complete the publishing process and distribute the course.

COLLABORATION AND REVIEW:

- Use the sharing feature to invite team members to collaborate on creating and reviewing the course.
- Assign tasks, leave comments, and review changes in real-time to ensure the course is complete and accurate before publishing.

WHAT INFORMATION HAS BEEN COLLECTED AND ENTERED AND HOW?

- NAVI-MIG team created a curriculum and it has been divided into modular and bite-sized learning units.
- Each learning unit contains a module, video and PDF.
- Each module deals with a different topic:
 1. European labor market standards & skill recognition
 2. Skills identification
 3. Skills development
 4. Opportunity identification
 5. Job search training
 6. Application training
 7. Alternative paths

HOW THE INFORMATION SHOULD BE PRESENTED AND WHAT NEEDS TO BE DONE TO CHANGE, UPDATE OR ADD INFORMATION TO THE PLATFORM MODULES?

All the information present on the platform is uploaded by Geinnova, using the RISE authoring tool. The only user who is able to make any changes or updates is Geinnova. For any further information about the RISE, see page 2.

WHAT SUGGESTIONS AND IMPROVEMENTS HAVE BEEN DETECTED AND IMPLEMENTED BY PARTNERS, PILOT USERS, AND STAKEHOLDERS?

In the begging, the e-Learning Platform contained only PDFs and quizzes. NAVI-MIG partners wanted to make it more interactive and interesting for the users. Geinnova, therefore, used RISE tool to create courses and to make it not only more eye-catching and dynamic, but also more user-oriented and interactive. Now, the Platform has autonomy units that contain materials that deal with different topics. Each module is comprised of an introductory video, articles, learning activities and supporting resources to support you in acquiring the knowledge and skills you need to successful enter the EU labour market.

Geinnova also received partner's translation of the modules, and their feedback. After translated content was improved, it was uploaded on the e-Learning platform along with videos and other relevant material.

HOW IS THE PLATFORM USED? STEP-BY-STEP EXPLANATION OF ITS USE BY A USER.

Comprehensive Guide to Navigating the Campus Geinnova Ikigai Moodle Platform

The following text aims to provide detailed instructions and insights to enhance your learning experience through the platform's various features and functionalities.

ACCESSING THE PLATFORM:

- Access the Campus Geinnova Ikigai Moodle platform by visiting the following link:
<https://campusgeinnovaikigai.com/login/index.php>
- Enter your login credentials provided by the institution or organization.
- Click on the "Login" button to access your account dashboard.

NAVIGATION:

- Upon successful login, you'll be directed to your Moodle account dashboard, where you can explore available courses and resources.
- Use the navigation menu to browse through different course categories and options tailored to your learning needs.
- Click on a specific course title to access its dedicated page for further details and resources.

AVAILABLE COURSES:

- NAVI MIG (ESPAÑOL)
- NAVI MIG (SUOMI)
- NAVI MIG (NEDERLANDS)
- NAVI MIG (PORTUGUÊS)
- NAVI MIG (DEUTSCH)
- NAVI MIG (ΕΛΛΗΝΙΚΑ)
- NAVI MIG (ENGLISH)

EXPLORING COURSE CONTENT:

1. Within each course, you'll find structured modules containing educational materials such as lectures, documents, multimedia presentations, quizzes, and interactive activities.
2. Navigate through the course modules using the provided menu to access specific learning materials relevant to your study objectives.
3. Engage with the course content by reviewing lectures, participating in interactive quizzes, and completing assignments according to the provided instructions.

INTERACTING WITH ACTIVITIES:

- Actively participate in various course activities, including discussions, forums, assignments, and collaborative projects, to enrich your learning experience.
- Engage in discussions within dedicated course forums, exchange ideas with peers, and seek guidance from instructors whenever necessary.

- Submit assignments and assessments within specified deadlines and adhere to any additional guidelines provided by course instructors

COMMUNICATION AND COLLABORATION:

- Foster communication and collaboration with fellow learners and instructors using the platform's built-in messaging system and discussion forums.
- Utilize private messaging to initiate one-on-one discussions or seek assistance from instructors regarding course-related inquiries and concerns.
- Collaborate with peers on group projects, share resources, and provide feedback to cultivate a collaborative learning environment.

TRACKING PROGRESS:

- Monitor your learning progress and performance by utilizing the progress tracking tools available within the platform.
- Keep track of completed activities, assessments, and overall course progress to ensure alignment with your learning objectives.
- Regularly review feedback provided by instructors and incorporate constructive criticism to optimize your learning outcomes.

SESSION MANAGEMENT:

- After completing your learning session, remember to log out of the Moodle platform to safeguard your account and personal information.
- Click on your profile icon or username located in the top-right corner of the dashboard and select the "Logout" option from the dropdown menu.

With this comprehensive guide, you are now equipped with the necessary knowledge and resources to navigate and utilize the Campus Geinova Ikigai Moodle platform effectively for the NAVI MIG project.

The "(NAVI-MIG)" project is co-funded by the Erasmus+ program of the European Union. The contents of this document are the sole responsibility of the project partners and neither the European Commission nor the Spanish Service for the Internationalization of Education (SEPIE) are responsible for any use that may be made of the information contained therein.

